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ABSTRACT

The community college is uniquely qualified by virtue of its comprehensiveness to serve as a recipient of many funds for programs and services which are relevant to its local needs. This report discusses the local situation, the state level, and the private sector as realistic avenues for funding. Basically, the most viable source for receiving funds from state and local sources is one of bilateral approach: the community college and a local agency or government cooperate in a common goal or activity. Resource sources on the local level include State and Local Fiscal Assistance Act of 1972 monies, city and county commissions, and regional planning agencies. State aid programs are also noted. The private sector, both on a state and local level, can be an excellent source of funds. In 1972, there were 245 community foundations with assets of over $1 billion in the United States, with business and corporate foundations available in almost every community. Questions the community college should be prepared to answer when pursuing private funds for community service programs are noted. Areas for potential funding and the type of programs supported are listed. (Author/AH)

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RESOURCE PAPER #2

FUNDING SOURCES FOR COMMUNITY SERVICES: THE STATE AND LOCAL COMMUNITY

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FUNDING SOURCES FOR COMMUNITY SERVICES: THE STATE AND LOCAL COMMUNITY

by

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The community college is uniquely qualified by virtue of its comprehensiveness to serve as a recipient of many funds for programs and services which are relevant to its local needs.

In late February of 1974, the president of the Carnegie Foundation, Dr. Alan Pifer, stated that community colleges should start thinking about themselves from now on only secondarily as a sector of higher education and regard community leadership as their primary role. Pifer stated that the first two years of a baccalaureate degree should be continued, but that the colleges should consider this new priority of community leadership. This new emphasis would allow the community colleges to become a network or a hub of local social service institutions and community agencies. This community leadership role would involve local, county, and city governments; high schools; churches; social and recreational agencies; employers; and the corrections system.

The community college has always been on the cutting edge of innovation and experiementation in higher education in the United States. It has, up to this date, largely ignored the area of community services. This absence of concern has been due to a lack of understanding of its mission and a lack of adequate funding from State legislatures.

Less than one-fourth (300) of the over 1200 community and junior colleges in the United States, have adequate sophistication to aggressiveley seek categorical aid funds from the federal area. Yet, another twenty-five per cent (300) persist in chasing the federal dollar while generally ignoring the funds available for programs of a diverse nature on the state and local levels.

Historically, the successes enjoyed by the community/junior college over the last decade make them a natural recipient for external funds. Yet in terms of a definitive role in our system of education, many questions go unanswered. Like many, I am often frustrated and disillusioned by the lack of empirically gained information upon which to base decisions about the educational process. Professional educators are readily called upon to render judgements with little, if any prior assurance that their decisions can stand up to close scrutiny; witness the cry of accountability. How then, as advocates of community colleges, can we be assured that our programs remain relevant? One answer is that we must listen and respond to those to whom the institution is intended: the community at large. Ed Gleazer, President of AACJC makes this point in the December/January, 1973-1974 issue of *The Community and Junior College Journal* when he suggests that during the '70's the community college should look to the needs of the community for its purposes and objectives.

Basically, the most viable avenue for receiving funds from state and local sources is one of bilateral approach: the community college and a local agency or government cooperate in a common goal or activity. It does not matter whether the funds flow directly to the community college, as long as the funds are channeled to the institution to alleviate the cost for services it is providing the community. In essence, the community college can sub-contract to the local agency to provide educational services and resources. To illustrate, over sixty per cent of the State and Local Fiscal Assistance Act of 1972 monies, commonly referred to as "revenue sharing", were utilized for educational purposes of some nature. Over 500 communities used these funds through cooperative arrangements with the local agencies that, by law, were entitled to the funds.

The Act lists several "priority expenditures" that a local government can make in accordance with the law. Priority expenditures are considered those dealing with public safety (including law enforcement, fire protection, and building code enforcement), environmental protection (including sewage disposal, sanitation and pollution abatement), public transportation (including transit systems and streets and roads), health, recreation, libraries, social services for the poor or aged, financial administration and ordinary and necessary capital expenditures. Community colleges offer many programs that could be of assistance in these areas. For example, Santa Fe Community College offers instruction in law enforcement and fire protection for prospective and employed police officers and firemen.

By definition, law enforcement and fire protection are two of the "priority expenditure" areas for which revenue sharing funds may be used. The College, in cooperation with the local police and sheriff's offices, legally benefits from these funds since a portion of the instruction takes place on campus. In short, by encouraging this type of arrangement, revenue sharing may be a catalyst that promotes stronger partnership between the community college and local county commissioners, city commissions and regional planning boards.

In addition to revenue sharing, community colleges have other resources orbiting around the local sphere: the County Commission and the City Commission. To illustrate, Santa Fe Community College last year received over $20,000 from these two local governments to construct a biological and zoological park. Additional funds for this sophisticated zoo and gardens

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have been received from state vocational and technical divisions for programs which are housed in these facilities. Other resources in the local community are the Regional Planning Boards, especially in health, law enforcement, and gerontology.

Several regional planning agencies are key in assisting institutions in receiving funds. The State of Florida is subdivided into ten major divisions with each having planning councils which either determine where monies are to be spent or sign off on such funds. For example, the North Central Florida Health Planning Council, The North Florida Regional Planning Council, the District CAMPS Committee, and the Community Action Program are a few which are operational in almost every state in our nation. All social rehabilitative, health, and welfare programs must originate and/or cooperate with these agencies in order to receive funds. These regional councils are vital in utilizing the monies that are available through state agencies. Most state agencies receive funds generated in one of two ways: the State Legislature and the various State Master Plans based on formula aid from the federal government.

Beyond the local and regional levels, there are direct grants from the state for distribution to institutions or organizations in accordance with a state plan which provide numerous and diversified funding sources to expand community service activities. To enumerate a few: The Social Security Act funds the Work Incentive Program (known as W.I.N.) to help persons become self-supporting by providing services in or out of the home for W.I.N. enrollees and those getting jobs afterward. A community college can provide these services (day care) and be eligible for funds.

The Division of Family Services within the Department of Social and Rehabilitative Services has discretionary funds available for training programs and demonstration projects in the areas of Human Service Aide Programs, Career Programs for Disadvantaged Women, and Nutritional and Vocational Counseling Program. Santa Fe Community College received two grants from this area within the past twelve months.

Several Office of Enonomic Opportunity Programs, especially Operation Mainstream, Neighborhood Youth Corps, OJT (On-the-Job Training Programs), and VISTA, are still operational in many areas of the country.

The Inter-Governmental Personnel Training Act Program located in the executive branch of government in every state can provide funds for the training of personnel in city, county, regional, and state government agencies. Credit and non-credit programs utilizing seminars and conferences are suggested modes of operation.

In most states, Title I (Community Services and Continuing Education) Programs are administered through the Board of Regents or the central office of the university system. These funds are made to states and post-secondary education to solve a wide variety of community problems. Extension of teaching to meet the needs of the adult population is also included in the scope of this program. Contact with the appropriate area in the State Department of Education could yield funds for numerous kinds of service projects such as Drug Education or Senior Citizens Projects. This year Santa Fe Community College received grant monies in excess of $37,000 for these two project areas.

The Older Americans Act of 1965, Action, Retired Senior Volunteer Program (RSVP) is designed to help retired persons provide voluntary services in their communities. The Foster Grandparents Program of the same agency, exists to provide new roles and functions, as to opportunities for supportive person-to-person services, and cooperation among agencies.

The Action Agency has two programs directly applicable to community services. The Youth Challenge Program (YCP) and the Program for Local Services (PLS) should be investigated. YCP is directed at young people not currently enrolled in school as well as community college students. The program is designed to support the development of comprehensive service-learning programs. The PLS is interested in combining community services with manpower needs by involving lay residents in planning.

Several other relatively new areas for potential funding for community services activities are the (Florida) Citizens Committee for the Humanities whose purpose is to foster public understanding and appreciation of the humanities on a state wide basis. This type of re-grant program is available in most states in our nation and usually funds grants of a very diverse nature up to $10,000. The program is made available to the various states through funds from the National Endowment for the Humanities, and applications are made at the state level. The National Endowment for the Arts provides funds to states in a similiar manner. In Florida, this agency is known as the Fine Arts Council of Florida. This year, the Fine Arts Council awarded a $7,000 grant to Santa Fe Community College for a Spring Arts Festival and a Rural Tours Mini-Arts Festival. Application is made at the state level through the Secretary of the State's office. The Smithsonian Institution provides a Traveling Exhibition Service which lends itself to the field of continuing education. Contact should be made with the Arts Council at the State level as a cooperative venture which will enhance the possibility of this project's availability to your institution.

Lastly, and perhaps most importantly, is the private sector, both on a local and state level. There are community foundations, family foundations, and business and corporate foundations. In fact, there are over 20,000 foundations in the United States today. There were 245 community foundations with assets in excess of $1 billion in the U.S. in 1972. Over fifty-three (53) million dollars were distributed by these organizations for activities common to us all. Family foundations have great potential for community colleges and are set up by families to consummate their philanthropic goals through both current gifts and estate gifts. When you approach these family foundations for a gift, consider them individuals and not small bureaucracies. The point is that you should contact the decision making donor or those who affect decisions and not the foundation per se.

The business or corporation foundation is available in every community. The local Sears store, the Exxon station, the local drugstore (Lilly Foundation), the Ford dealer, the local supermarket (S & H Foundation) and the local jewelers (Zale) are appropriate entry to these foundations. All of these sources are interested in community service projects.

Remembering that these organizations have not acquired their wealth by offering free service, a college should be

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prepared to answer some basic questions before it approaches these groups. For example, why, and for what reasons should your institution receive philanthropic support? Are your internal leaders known and respected by the business leaders in your district? What interaction is there between your institution and the business community to prepare students for meaningful jobs? Do you know where your students came from and where they go? How many are employed and in what business? Is the community college considered a community resource or is it isolated and above the fray of the community? These are examples of the questions that you should have answers to before you approach these organizations. In short, there are numerous resources near the local community that a community college should investigate.

The focus here has been on potential funding sources for community service activities at the community college. I have attempted to briefly discuss the local situation, the state level, and the private sector as realistic avenues for funding. Each program that was mentioned has funded a project in a community college in the last two years. Your own aggressiveness, creativity, and approach will be rewarded should you decide to pursue these areas of funding.

AREAS FOR POTENTIAL FUNDING

ACTION, Youth Challenge Program (YCP) and Program for Local Service (PLS), 806 Connecticut Avenue, N.W., Washington, D.C. 20525

YCP is aimed at high school and community college age students. Designed to support the development of comprehensive service-learning programs having opportunities for community service activities.

PLS offered to state and local government agencies interested in combining community service with manpower needs.

Bureau of Education for the Handicapped, Two Year College Emphasis on Handicapped Training Program.

Purpose is to train personnel to work with children through preparation of associate degree and para-professional personnel to work with handicapped children.

Community Development Training Program, Housing and Urban Development Act of 1964.

To support a wide variety of preservice and in-service training activities in the form of workshops, institutes, internship courses and other means.

Community Service and Continuing Education Programs, Title I.

Grants are made to states and postsecondary education to help solve a wide variety of community problems in rural, urban and suburban areas. Services may include experimental activity or demonstration to identify and develop new, expanding or improved approaches to the solution of community problems. Extension of teaching to meet needs of adult population is also included in the scope of this program.

Cooperative Area Manpower Planning System (CAMPS), Manpower Administration, Department of Labor, MDTA.

To provide manpower planning staffs and to provide incentive for leadership at state and city level in organizing for and implementing comprehensive manpower planning.

Development and Demonstration Grant Program, Administration on Aging Research, Title IV of the Older Americans Act.

Development grants are to assist in developing new approaches, techniques and methods to achieve meaningful living for older persons or to achieve better coordination of community service for older persons. Demonstration grants can support new or expanded approaches/methods of achieving effective planning or coordination of community resources and services for older people.

Discretionary Exemplary Programs and Projects in Vocational Education, Title I.

Aimed at youth who have academic, socioeconomic, or other handicaps. Emphasis is on intensive occupational guidance and placement of students after graduation. Job entry skills, work experience, cooperative education are suggested strategies.

Fund for the Improvement of Postsecondary Education, Title III.

Seeks to improve effectiveness of postsecondary education. The fund is interested in adults and part-time learners, minorities, women and non-traditional settings.

Health Services and Mental Health Administration, Health Services Development Grants.

To support a full range of public health services to meet special needs at the community level, develop and support new programs of health services, including related training.

Health Services and Mental Health Administration, Public Health Service Act, DHEW.

To support areawide comprehensive health planning, including assessing health needs and alternatives, evaluation of existing health programs, and recommending courses of action that may be taken to achieve the targeted priority health goals.

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Help Communities Help Themselves Program, Drug Abuse Education Act of 1970, Office of Drug Education/Health and Nutrition.

The purpose is to provide community trained leadership for planning implementary and administering drug education programs.

Law Enforcement Planning and Action Grants. Omnibus Crime Contact and Safe Streets Act of 1968.

Provides funds to implement a state's law enforcement program as developed in the state comprehensive action plan.

MDTA - Institutional Training, Title II.

Funds go to state agencies to provide local education institutions and organizations with funds for vocational training of persons in need of securing regular employment. Training may be given in prevocational and basic education as well as occupational training.

Media Services and Captioned Films. National Center on Media and Materials for the Handicapped, Elementary and Secondary Education Amendments of 1967.

Depository/Distribution Center for Captioned Educational Films in Florida, Florida School for the Deaf and Blind, San Maco Avenue, St. Augustine, Florida 32084

Mini-Grant Workshop Projects, Environmental Education Act, USOE

Project priorities are Community Education, Resource Material Development and In-service Personnel Development.

National Foundation on the Arts and Humanities Act, 1965.

To foster public understanding and appreciation of the humanities. To develop quality projects designed to relate the disciplines to current conditions of national, state and community life.

(a) National Endowment for the Arts, Fine Arts Council.
(b) National Endowment for the Humanities.

National Science Foundation.

Research grant aimed at helping local government decision makers increase the effectiveness and productivity of their operations. Research on equipment, computer programs, management, payroll operations, etc. The research will apply to communities of between 25,000 - 1,500,000.

National Summer Youth Sports Program, National Collegiate Athletic Association, Kansas City, Missouri.

Institutions provide facilities, basic equipment and the government provides financial resources to cover direct costs. Aimed at OEO Poverty Guidelines for children between 10-18 years old.

New Careers for Women Program. USOE, Contracts and Grants Division, Occupational and Adult Branch.

Support is offered to implement pilot programs in new careers for women in selected areas where Manpower Development and Training Art Programs are offered.

Office of Economic Opportunity, Community Action Agency, Economic Opportunity Act of 1964.

Implements programs for the aged, job development, placement and follow-up and vocational training; day care, adult education, consumer action and financial counseling, drug rehabilitation, etc.

Office of the Gifted and Talented, U.S.O.E.

There are non-federal funds specifically earmarked for education of the gifted and talented in many states. The USOE has a number of programs benefiting the gifted under Title III, ESAA, Emergency School Assistance Act, Career Education Opportunities and research funds through NIE. See your coordinator of federal projects in the State Department of Education or the Regional Office of Education.

Older American Act of 1965, ACTION, Foster Grandparents.

To provide new roles and functions, as to opportunities for supportive person-to-person services, cooperation among agencies, etc.

Older Americans Act of 1965, ACTION, Retired Senior Volunteer Program (RSVP).

To help retired persons provide voluntary services in their communities.

Public Understanding of Science Program, National Science Foundation Office of Public Understanding of Science.

The primary purpose of this program is to enhance citizen knowledge of the roles and meaning of science in our society. Projects to communicate to the general public the process, thrusts and substance of science or the relationship of science to technology will be given priority.

Special Funds for Vocational Education of the Disadvantaged, Title I-A.

Monies are awarded after approval of state plan and may be used for vocational education programs for socially handicapped who are unable to succeed in a regular educational program.

Special Programs for Students from Disadvantaged Backgrounds, Higher Education Act of 1965, Talent Search, Upward Bound, Special Services (TRIO).

Special Support Project (Aging), Social and Rehabilitation Services, DHEW, Older Americans Act of 1965.

To provide assistance to state and community organizations for support programs for the aged and aging; special programs for organizing and training of personnel to work on behalf of elderly.

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State Vocational Education Programs and Services, Title I-D. Division of Vocational, Technical and Adult Education, State Department of Education.

Teacher Corps, USOE. Eligible are consortia of institutions of higher education and local education agencies, and local education agencies alone.

To prepare interns and teachers to serve in schools having high concertration of low-income families (including training to deal with behavioral problems). This program has a parent and community involvement component. Objectives are to involve parents and community residents in planning as well as developing capabilities of secondary and college students to serve as part-time tutor or full-time institutional assistants in the project.

Vocational Rehabilitation for Disabled Veterans, Department of Veterans Benefits, Veterans Administration.

To train veterans for the purpose of restoring employability. Provides for entire cost of tuition, books, fees and training supplies.

Vocational Rehabilitation Projects with Industry, Vocational Rehabilitation Act of 1973.

Projects to prepare handicapped persons for useful employment in the competitive labor market through on-the-job training and provision of other necessary services.

Work Incentive Program (WIN), Social and Rehabilitation Service, DHEW.

To help persons become self-supporting by providing service in or out of the home for WIN enrollees and those getting jobs afterwards.

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